Kew Primary School Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a high functioning learning community that inspires, engages, and supports students to achieve their best and become active, compassionate, lifelong learners.	Our CORE values are outlined using the acronym C.A.R.E. C is for Community = a united and high functioning, collaborative environment. A is for Achievement = accomplishing something special through effort, commitment, drive and focus. R is for Resilience = the ability to cope and thrive in the face of difficulties, challenges or adversity. E is for Empathy = the capacity to place oneself in another's position.	**CONTEXT** The school has a strong community foundation on which a productive and positive home school partnership is being built. We have a diverse school community with over 30 nationalities and a low SFO & SFEO. There are a rich array of authentic opportunities, extra-curricular activities and student leadership programs. The facilities are well maintained but as Kew Primary is the oldest school in Kew, it is becoming increasingly difficult to keep all buildings up to the required standard. **CHALLENGES** The facilities are well maintained but as Kew Primary is the oldest school in Kew, it is becoming increasingly difficult to keep all buildings up to the required standard. The school is experiencing increasing levels of EAL and International students. The school population experiences an average 10% change during the year as students move in and out of the school. It is anticipated that nearby housing developments will create enrolment pressures which may result in the loss of playground space.	**Intent - To improve student achievement in English and Mathematics across the school.** **Rationale** – There has been improvements in the school numeracy and writing data over a period of time. This centred on targeted and action-oriented staff professional learning in writing and numeracy. This work remains unfinished business along with a renewed focus on reading and speaking and listening across the school. **Focus** – Curriculum Planning & Assessment / Building Practice Excellence **Intent – To improve student engagement in their learning.** **Rationale** – If there is a whole-school research-based approach to inquiry learning that is inherently engaging and authentic, together with high impact learning and teaching practices, then student engagement will improve. **Focus** – Curriculum Planning & Assessment / Evidence Based High Impact Strategies. **Intent – To develop a high functioning learning community.** **Rationale** – If a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced. I**ntent** – Positive Climate for learning / Vision, Values & Culture

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)

| To improve student achievement in English & Maths (Literacy & Numeracy) for all students. | Curriculum Planning & Assessment

Building Practice Excellence

Evidence Based High Impact Strategies | **Develop a documented curriculum with clearly identified and understood essential learnings.**
The leadership team leads a whole-school audit of the current curriculum plan and analysis of student data and identifies priority area aligned to the SSP and AIP.
Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all learning areas capabilities and stages of learning.
Standardised unit and lesson planning templates ensure that the mandated curriculum is the basis for planning. High impact, evidence-based pedagogical and assessment practices are enacted by all teachers.

Build the data literacy and practices of every teacher.
Teaching teams collect and evaluate data to measure the effectiveness of their classroom practice on student's learning and progress.
The school uses its data to align teachers' individual learning needs with school priorities, goals for students learning and Annual Improvement Plans. Data is shared and discussed in PLT's.

Embed Targeted Teaching program across the school (focus on numeracy and literacy).
Student's diverse needs, backgrounds, achievements and ways of learning are at the centre of curriculum planning and inform pedagogy and design.
The program is structures to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need.

Develop and embed an evidence based instructional approach to teaching and learning.
PLT's use a range of strategies, including discussion, collaboration, observation, coaching, mentoring and action research to address teacher concerns and barriers to curriculum change.
Evidence-based, high impact teaching and learning strategies are consistently implemented.

Build staff capacity to evaluate and identify effective teaching strategies.
Teachers, individually and collectively engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices in meeting the needs of all their students.
The school has a culture of collaboration and collective responsibility for improved student achievement.
The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.
The school's professional learning plan is developmentally-focused, and is designed to enable individual accountability and collective responsibility, to support collaborative professional learning and to improve the consistency and quality of teaching in every classroom. | (see NAPLAN section below) |

NAPLAN
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN to:

	YEAR 3	YEAR 5
READING	75%	65%
WRITING	75%	65%
SPELLING	75%	65%
NUMERACY	75%	65%

TOP 2 NAPLAN BAND PERCENTAGES 2016 - ACTUAL

	YEAR 3	YEAR 5
READING	60%	49%
WRITING	67%	43%
SPELLING	60%	40%
NUMERACY	62%	45%

Increase the percentage of students achieving in the Top 3 Bands of NAPLAN to:

	YEAR 3	YEAR 5
READING	95%	90%
WRITING	95%	90%
SPELLING	95%	90%
NUMERACY	95%	90%

TOP 3 NAPLAN BAND PERCENTAGES 2016 - ACTUAL

	YEAR 3	YEAR 5
READING	85%	75%
WRITING	94%	74%
SPELLING	80%	75%
NUMERACY	89%	85%

Decrease the percentage of students (deemed capable) at or below the National minimum standard (NMS) to zero over the life of this plan.

LEARNING GROWTH

Increase the percentages of students making a high relative gain to above 40% in all learning areas.

Reduce the percentages of students making low relative growth to below 10% in all learning areas.

To have Year 3 and Year 5 NAPLAN matched cohort exceed the State growth in Literacy and Numeracy.

VIC CURRICULUM – TEACHER JUDGEMENT

Increase the number of students identified as working 6+ months above level by at least 5% growth each year. The target in 2020 for the percentage of students achieving 6 - 12 months above standard at each level as follows:

	2016 ACTUAL	2020 TARGET
READING & VIEWING	70%	85%
WRITING	50%	70%
SPEAKING & LISTENING	45%	70%
NUMBER & ALGEBRA	55%	70%
MEASUREMENT & GEOMETRY	52%	70%
STATISTICS & PROBABILITY	52%	70%

Increase the number of students identified as working 12+ months above level by at least 5% growth each year. The target in 2020 for the percentage of students achieving 12+ months above standard at each level as follows:

	2016 ACTUAL (Sem 1)	2020 TARGET
READING & VIEWING	36%	50%
WRITING	11%	40%
SPEAKING & LISTENING	11%	40%
NUMBER & ALGEBRA	18%	40%
MEASUREMENT & GEOMETRY	10%	40%
STATISTICS & PROBABILITY	7%	40%

Ensure all students (deemed capable) make higher than average learning growth each school year (12+ months).

STAFF OPINION SURVEY
Increase the percentage endorsement scores for each of the following areas:

	2016 ACTUAL	2020 TARGET
Guaranteed and viable curriculum	84%	95%
Academic emphasis	76%	90%
Collective focus on student learning	94%	95%
Shielding and buffering	73%	90%
Collective Efficacy	82%	95%
Collective Responsibility	92%	95%
SCHOOL CLIMATE (OVERALL)	82%	95%

| To improve student engagement in their learning. | Curriculum Planning & Assessment

Building Practice Excellence | **Explore and implement a research-based approach to inquiry learning as a whole-school approach to curriculum delivery.**
The school's curriculum plan fully integrates curriculum, pedagogy, assessment and reporting into a coherent, sequential and developmental program of learning.
Lines of Inquiry have been identified and planned with students to be highly engaging and relevant.
Cross-curricula integration, innovation and resource allocation maximise opportunities to engage students and enhance learning progress.

Build the instructional practice of every teacher to ensure high impact instructional practices and agreed curriculum delivery models in literacy and numeracy.

Develop staff skills and capacity around the "Design Thinking & Learning" model in relation to the inquiry approach to curriculum delivery.

Strengthen student feedback and student voice processes into the learning sequence and use this to inform teaching.
Students take responsibility for their own learning – to understand the standards expected of them, set and monitor their own learning goals, and develop strategies for working towards them.
Students can articulate the learning intentions and success criteria.
Students use key learning goals and concepts to discuss how their learning is progressing. Teachers assess student' understanding to review and adjust teaching strategies. | To improve the Student Attitudes to School Survey as follows:

(see tables below) |

To improve the Student Attitudes to School Survey as follows:

	2016 ACTUAL	2020 TARGET
Stimulating Learning	3.72	5.0
School Connectedness	4.21	5.5
Connectedness to Peers	4.28	5.5
Student Safety	4.2	5.5
Student Motivation	4.6	5.5
Teacher Effectiveness	4.09	5.0
Learning Confidence	4.01	5.0

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To develop a high functioning and positive learning community.	Positive Climate for Learning	Develop and articulate the school vision and values with all stakeholders including an understanding of the KPS graduate learner profile, attributes etc.

Positive Climate for Learning

Vision, Values & Culture

Develop and articulate the school vision and values with all stakeholders including an understanding of the KPS graduate learner profile, attributes etc.
The school vision and values are strongly embedded in everyday practices of the whole school community.
Leaders articulate the school's vision and values and explain how these reflect the needs and aspirations of the school community.
Leaders, staff, students, parents and carers proudly promote the school vision, values and goals in the wider school community.
Leaders, staff, students, parents and carers actively demonstrate the C.A.R.E. values across the school and wider community.

Build collaborative professional learning teams with a focus on student learning and a shared instructional model.

Build the partnership between parents, families, community and the school.
The school has developed sustainable and effective partnerships between teachers, parents and families and data shows high levels of family involvement in school activities.
The school works with parents / carers to highlight the importance of high expectations and challenging goals for students, and how they can support these. This includes consistent support and reinforcement of expectations about learning and behaviour and opportunities to recognise and celebrate student achievements.

STAFF OPINION SURVEY
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Collective Responsibility	92%	95%
SCHOOL CLIMATE (OVERALL)	82%	95%

PARENT OPINION SURVEY
To maintain and improve the Parent Opinion Survey as follows:

	2016 ACTUAL	2020 TARGET
School Improvement	6.08	6.5
Parent Input	6.10	6.5
Stimulating Learning	5.92	6.4
Learning Focus	5.56	6.0
Approachability	5.91	6.4
General Satisfaction	5.83	6.3
Student Safety	5.73	6.2
Student Motivation	5.94	6.4
School Connectedness	6.03	6.5

STAFF OPINION SURVEY
Increase the percentage endorsement scores for each of the following areas:

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SCHOOL CLIMATE (OVERALL)	82%	95%

Framework for Improving Student Outcomes

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